

**THE EFFECT OF USING DRAW- LABEL-CAPTION STRATEGY
TOWARD STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT OF THE FIRST GRADE STUDENTS OF MADRASAH
TSANAWIYAH DAR-EL HIKMAH BOARDING
SCHOOL PEKANBARU**



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1434 H/2013 M**

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(S.Pd.)



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The title of this thesis is “The effect of using draw-label-caption strategy toward students’ ability in writing descriptive text of the first grade students of Madrasah Tsanawiyah Dar El Hikmah Boarding School Pekanbaru”.

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writer

Iis Rosmiawati

ABSTRACT

IisRosmiawati (2012):“The Effect of Using Draw-Label-Caption Strategy toward Students’ Ability in Writing Descriptive Text of the First Grade Students of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru”.

The main focus of this research was to find out whether or not there was significant effect between students’ ability in writing descriptive text taught by using *Draw-Label-Caption* strategy and by using conventional method of the first grade students of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru. In this research, the type of the research was a *quasi experimental* research. The writer used *nonrandomized control pre-test and post-test design*. The writer used two classes as sample that consisted of 60 students. The first class was experimental class and the second class was as control class. Experimental class was taught by using *Draw-Label-Caption* strategy and control class was taught by using conventional method. The technique of collecting data was test. The technique of data analysis used *Independent Sample T-test* formula in order to find out the difference of students’ mean score between experimental class and control class by using software SPSS 17 version.

Based on the data analysis, the writer concludes that there is significant effect between students’ ability in writing descriptive text taught by using *Draw-Label-Caption* strategy and students’ ability in writing descriptive text taught by using conventional method with consideration $t_0 = 13.007$ is higher than T_{table} either in significant 5% = 2.00 or in significant 1% = 2.65. We can read $2.00 < 13.007 > 2.65$. It means H_a is accepted and H_0 is rejected. So, it can be concluded that there is a significant effect between students’ ability in writing descriptive text taught by using *Draw-Label-Caption* strategy and students’ ability in writing descriptive text taught by using conventional method. In other words, there is a significant effect of using *Draw-Label-Caption* strategy toward students’ ability in writing descriptive text of the first grade students of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru”

ABSTRAK

Iis Rosmiawati

(2012): “Pengaruh dari Penggunaan Strategi Draw-Label-Caption terhadap Kemampuan Siswa dalam Menulis Teks Deskriptif Tingkat Pertama Madrasah Tsanawiyah Pondok Pesantren Dar-El Hikmah Pekanbaru”.

Fokus utama dalam penelitian ini adalah untuk mengetahui apakah ada atau tidak efek yang signifikan antar kemampuan siswa dalam menulis teks deskriptif dengan menggunakan strategi “Draw-Label-Caption” dan dengan menggunakan strategi biasa di Madrasah Tsanawiyah Pondok Pesantren Dar-El Hikmah Pekanbaru. Pada penelitian ini, Jenis penelitian yang digunakan adalah penelitian *quasi-eksperimental*. Penulis menggunakan *nonrandomized control pre-test and post-test design*. Penulis menggunakan 2 kelas sebagai sampel yang terdiri dari 60 siswa. Kelas pertama sebagai kelas eksperimen dan kelas kedua adalah kelas control. Kelas eksperimen diajarkan dengan menggunakan strategi “Draw-Label-Caption” dan kelas control diajarkan dengan menggunakan strategi biasa. Teknik pengumpulan data yang digunakan adalah tes. Teknik analisa data menggunakan rumus *Independent Sample T-test* dalam tujuan untuk mengetahui perbedaan nilai rata-rata antar kelas eksperimen dan kelas control dengan menggunakan perangkat lunak SPSS versi 17.

Berdasarkan analisis data, penulis menyimpulkan bahwa ada efek yang signifikan antar kemampuan siswa dalam menulis teks deskriptif yang diajarkan dengan menggunakan strategi “Draw-Label-Caption” dan kemampuan siswa dalam menulis teks deskriptif yang diajarkan dengan menggunakan strategi biasa dengan konsiderasi $t_0 = 13.007$ lebih tinggi dari t_{table} pada taraf signifikan 5% = 2.00 atau pada taraf signifikan 1% = 2.65. Dapat dibaca $2.00 < 13.007 > 2.65$. Itu berarti bahwa H_a diterima dan H_0 ditolak. Jadi, dapat disimpulkan bahwa ada efek signifikan antar kemampuan siswa dalam menulis teks deskriptif yang diajarkan dengan menggunakan strategi “Draw-Label-Caption” dan kemampuan siswa dalam menulis teks deskriptif dengan menggunakan strategi biasa. Dengan kata lain, ada efek signifikan menggunakan strategi “Draw-Label-Caption” terhadap kemampuan siswa dalam menulis teks deskriptif tingkat pertama Madrasah Tsanawiyah Pondok Pesantren Dar-El Hikmah Pekanbaru.

ملخص

إس راسمياواتي (2012): تأثير استخدام استراتيجيات التعادل-التسمية-التوضيحية إلى قدرة الطلاب على كتابة الفقرة النصوص لطلاب الصف الأول بالمدرسة الثانوية بمعهد دار الحكمة باكنبارو.

كان تركيز هذا البحث لمعرفة الفرق الهام بين قدرة الطلاب على كتابة الفقرة النصوص باستخدام استراتيجيات التعادل-التسمية-التوضيحية و باستخدام استراتيجيات عادية بالمدرسة الثانوية بمعهد دار الحكمة باكنبارو. نوع هذا البحث هو بحث شبه التجربة. استخدمت الباحثة عرض الاختبار القبلي و الاختبار البعدي لضبط عشر عشوائية. أخذت الباحثة فصلين اثنين لعينات هذا البحث فيها 60 طالبا. الفصل الأول فصل التجربة و الثاني فصل الضبط. يدرس الطلاب في فصل التجربة بأستراتيجيات التعادل-التسمية-التوضيحية و يدرس الطلاب في فصل الضبط بأستراتيجيات عادية. تقنية جمع البيانات في هذا البحث هي الاختبار. تقنية تحليل البيانات في هذا البحث هي ت-الاختبار لعينة مستقلة لمعرفة النتائج المتوسطة بين فصل التجربة و فصل الضبط و بواسطة البرنامج الحاسوبي س ف س س افصدار السابع عشر. بناء على تحليل البيانات، استنتجت الباحثة أن هناك فرقا هاما بين قدرة الطلاب على كتابة الفقرة النصوص الذين يدرسون بأستراتيجيات التعادل-التسمية-التوضيحية و قدرة الطلاب على كتابة الفقرة النصوص الذين يدرسون بأستراتيجيات عادية مع النظرة أن $t_{to} = 13.007$ أكبر من ت الجدول في مستوى الدلالة 5 في المائة = 2.00 أو مستوى الدلالة 1 في المائة = 2.65 وقد تقرأ $2.00 < 13.007 < 2.65$. وأن الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة. استنتجت الباحثة أن هناك فرقاً ضرورياً بين قدرة الطلاب على كتابة الفقرة النصوص الذين يدرسون بأستراتيجيات التعادل-التسمية-التوضيحية و قدرة الطلاب على كتابة الفقرة النصوص الذين يدرسون بأستراتيجيات عادية، وأن هناك تأثير استخدام استراتيجيات التعادل-التسمية-التوضيحية إلى قدرة الطلاب على كتابة الفقرة النصوص لطلاب الصف الأول بالمدرسة الثانوية بمعهد دار الحكمة باكنبارو.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of activities which is done by language learners (English language) and it is one of the language skills. As one of the four language skills, writing has traditionally occupied place in most English syllabuses. Even though, arguments are sometimes put forward for not teaching students to write because it is felt that a command of the spoken language and reading is more important. Nowadays, more and more people especially for learners need to learn to write in English for occupational or academic purposes. It means not only reading and speaking skills that should be mastered by the learners but also writing skill.

The statement above supported by Hughey., *et al*, as a lifetime, writing serves four crucial, enduring purposes for the learner: communication, critical thinking and problem solving, self actualization, and control of personal environment.¹ Because of the important of Writing, it can be made an example in a house that is consumed by everyone especially literate society. In addition to the importance of writing skill, Harmer indicates that there are some reasons for teaching writing to the students of English as foreign language including reinforcement, language development, learning style, and writing as a skill in its own right.²

¹Jane B Hughey., *et al*.1983. *TeachingESL Composition Principle and Techniques*.Rowley, Massacusetts: Newbury House Publishers.P.33.

²Jeremy Harmer.1998. *How to Teach English*. England: Addison Wesley Longman. P. 79.

Writing can never be made without grammar and vocabulary abilities, because grammar and vocabulary are two components of language that should be mastered by the learners especially for English writers. As Hughey, *et al* points out that the writers need to develop an understanding of a grammar and vocabulary systems in order to express their ideas when they write.³ In processing teaching learning English language in Indonesian school especially in educational levels, writing skill is categorized as the last of language skill that should be mastered by the learners.

Dar El Hikmah boarding school is one of Islamic Junior High School in Pekanbaru. As a formal school, this school also provides English language to its students' especially writing skill. It also uses School Based Curriculum (KTSP) as their guidance in teaching learning proses. School Based Curriculum (KTSP), provides writing as one of skills in English mastery that should be taught and learned in Junior High School. Based on KTSP, the purpose of teaching English are as follows:⁴

1. Developing communicative competence in oral and written form to achieve information level.
2. Having awareness about the sense and the significance of English in order to increase national competence in global society.
3. Developing understanding of students about the relationship between language and culture.

³Jane B Hughey, et al. Op Cit. P. 52

⁴Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: unpublished. P. 126

Based on syllabus of MTs Dar El Hikmah Boarding School, students should be able to express the meaning and simple essay using various written language accurately, fluently, and accuracy in the form of text such as: descriptive and prosedure text.⁵In this research the writer focuses on descriptive text. The passing score / KKM of English subject in MTs Dar El HikmahPekanbaru is 70.

Based on the writer's preliminary study at MTs Dar El HikmahPekanbaru, in that school, especially in teaching writing, English is taught two times in a week. Each meeting is 80 minutes. The teacher uses some strategies. Generally, the teacher explains the generic structure of each text, the purpose of the text, and the language features of the text. The aim is that the students know about the kind of text and its language features. Then, teacher gives students some topics such as my Brother and my pet, and then the students write the topic into a text. Then, teacher asked them to collect the paper, and for the last activity teacher assessed the students' work.

Based on the description above, writing was taught maximally. But in fact, many of students still face the problems and difficulties in writing, especially developing descriptive text. The writing skill of the students is still far from the expectation of the curriculum. The difficulties above can be as follows:

1. Some of the students get difficulties to express their ideas in writing, especially in writing descriptive text.
2. Some of the students can't write descriptive text correctly.
3. Some of the students have lack of vocabularies to write descriptive text.

⁵Rifai. 2011. *Syllabus of MTs Dar El Hikmah Pekanbaru*. Pekanbaru: Unpublished

4. Some of the students are not able to use correct tenses in writing sentences in writing descriptive text.
5. Some of the students have less motivation in writing descriptive text.

Based on the problems above, it is clear that many students at MTs Dar El Hikmah Pekanbaru still face difficulties that should be solved, these problems can come from learners themselves or caused from other factors. To accomplish students' need in writing descriptive text, there is a strategy that can help students to improve their writing which is called Draw-Label-Caption Strategy. Draw-Label-Caption Strategy can be used in teaching writing .

Besides, Draw-Label-Caption strategy is a strategy that is suitable for MTs, Because Julie in Peha said that every adult writer can do the Draw-Label-Caption Strategy well.⁶

Therefore, writer feels interested in studying problems above to a research entitled **“The Effect of Using Draw-Label-Caption Strategy toward Students' Ability In Writing Descriptive Text of The First Grade Student of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru”**.

⁶. Steve Peha. 2003. *Welcome to Writer's Workshop (Teaching Young Writer's the Way Professionals Teach Themselves)*. Retrieved on 15th, March 2011. P. 35

B. Definition of the Terms

In order to avoid misunderstanding and misinterpretation in this research, it is crucial to define the key terms in this research as follows:

1. Draw-Label-Caption

Draw: Make a quick pencil sketch of the scene.⁷ It means; the students of the first grade of MTs Dar-El Hikmah Boarding School draw a picture before they write a descriptive text. Drawing a picture in preparation for writing can really help. First of all, students will be much more focused. Second, students will have better command of the details. And finally, while they drawing, they will spend several minutes thinking about what they want to say. ⁸**Label:** Create a one or two words text label for each item in the drawing. Label here means, students of first grade of MTs Dar-El Hikmah Boarding School give label for each picture that they have made before detailed.**Caption:** Write a single sentence underneath the picture that tells what is happening. Caption here means, students make a sentence or more underneath the picture that tells what is happening. Sentences can be made from the labels that have been made and arranged well in order to make an interested text. Try to make it more and more interesting, not just longer.

⁷*Ibid.* P. 47

⁸*Ibid.* P. 51

2. Ability

Ability is capacity or power to do something physical or mental. In this research, ability means skill of students of the first grade at MTs Dar-El Hikmah Boarding School to write descriptive text.

3. Writing

Writing is both a process and a product.⁹ For ESL students particularly, whose individual need and goals are highly variable, writing is an efficient tool to facilitate and reinforce other language skills. Reading, vocabulary and grammar skills are employed in the act of writing.¹⁰ Writing here means a process that is done by students of the first grade at MTs Dar-El Hikmah Boarding School to create descriptive text well.

4. Descriptive Text

Descriptive appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sound. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.¹¹

Descriptive text is a text used to describe a particular person, place or thing. This text consists of two generic structures;¹²

⁹Kalayo Hasibuan and M. Fausan Ansyari. 2007. *Teaching English as Foreign Language*. Pekanbaru: Alaf Riau Graha UNRI Press. P. 127

¹⁰Jane B Hughey., et al. Op. Cit. P. 6

¹¹Alice Oshima and Ann Hogue. 2007. *Introduction to Academic Writing*. Longman: Pearson Education, Inc. P. 61

¹²Sudarwati, and Eudia Grace. 2005. *Look Ahead (An English Course for Senior High School Students Year XI)*. Jakarta: Erlangga. P. 27

1. Identification

Identify phenomenon to be described

2. Description

Describe parts, qualities, characteristics.

Descriptive text here means, learners describe their drawing that they have made before into a text.

C. Problem

Based on the problems that have been explained above, it is clear that many students at MTsDar El Hikmah still face difficulties in learning English language, especially in writing skill. The difficulties above can be identified as follows:

- 1. Identification of the problem**

- a. Why are some of students in Dar El Hikmah Boarding School not able to make correct sentences in writing descriptive text?
 - b. What factors make students of Dar El Hikmah Boarding School not able to use correct tenses in writing descriptive text?
 - c. Why are some of students of Dar El Hikmah Boarding School not able to express their ideas in correct written languages?
 - d. Why do some of students have lack vocabularies in writing descriptive text?
 - e. Why do Some of the students have less motivation in writing descriptive text?
-

2. Limitation of the problem

Based on the identification of the problems above, the problems of this research are limited as follows:

- a. Students' ability in writing descriptive text by using Draw-Label-Caption strategy.
- b. Students' ability in writing descriptive text without using Draw-Label-Caption Strategy.
- c. The effect of using Draw-Label-Caption strategy in improving students' ability in writing descriptive text.

3. Formulation of the problem

- a. How is students' ability in writing descriptive text by using Draw-Label-Caption Strategy at MTs Dar El Hikmah Boarding School?
- b. How is students' ability in writing descriptive text without using Draw-Label-Caption Strategy at MTs Dar El Hikmah Boarding School?
- c. Is there any significant effect of using Draw-Label-Caption Strategy toward students' ability in writing descriptive text at MTs Dar El Hikmah Boarding School?

D. Objective and Significance of the Research

1. Objective of the research

- a. To find out the information about the students' ability in writing descriptive text by using Draw-Label-Caption Strategy at MTs Dar El Hikmah Boarding School.

- b. To find out the information about the students' ability in writing descriptive text without using Draw-Label-Caption Strategy at MTs Dar El Hikmah Boarding School.
- c. To find out if there is significant effect of using Draw-Label-Caption Strategy toward students' ability in writing descriptive text at MTs Dar El Hikmah Boarding School.

2. Significance of the Research

- a. This research is hopefully contributing to the writer as the researcher in term of learning to conduct a research as novice.
- b. These research findings are also expected to give positive contribution to the process learning and teaching English especially in writing skill to the students and the teachers at the first grade of MTs Dar El Hikmah Boarding School Pekanbaru.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Writing

Writing is one of the skills that is very important mastered by the teachers and learners in teaching learning process. When teachers will give materials in English book to learners, the book should contain about four skills, one of them is writing skill.

Beside that, according to Hughey, et al, as a lifetime, writing serves four crucial, enduring purposes for the learner: communication, critical thinking and problem solving, self actualization, and control of personal environment.¹ It can be made an example in a house that is consumed by everyone especially literate society. Then, according to Maggie Sokolik in David Nunan, Writing is both a process and product. The process such as the writer imagines, organizes, drafts, edits, read, and reread.²

Writing is the process that can be learned and used. It means that the most important in writing is the process how the writer makes his or her written work. Increased the proficiency in the process will make a great writer. Writing on a subject makes to be active learners rather than passive receivers of information. When we write, we train our mind, our energy, and our knowledge and form them into good writing that can be read by all people.

¹Jane B Hughey., *et al.*1983. *TeachingESL Composition Principle and Techniques*.Rowley, Massacusetts: Newbury House Publishers. P.33.

²DavidNunan. 2003.*Practical English Language Teaching*. Sydney: McGraw Hill. P. 88

The activities in writing have many advantages as well as for teachers or learners themselves. As Graves stated that:

Writing activities can serve a variety of purposes for needs assessment. They can help to assess proficiency or diagnose strengths and weaknesses. They can also help to gather information about students' objective and subjective needs, depending on how the activity is focused.³

Based on the opinion above, it can be concluded that writing is one of the important skills that should be mastered by all people. Beside that, writing is a process. It means a lot of practices are important in order to have a good writing.

2. The Component of Writing

There are five general components in writing:

- a. Content : It is the substance of the writing the ideas expresses.
- b. Form : it is the organization of content.
- c. Grammar: It is the employment of grammatical forms and syntactic patterns
- d. Style: It is the choice of structures and lexical items to give particular tone or flavor to the writing.
- e. Mechanics : It is the use of graphic conventions of the language.

It is supported by Hughes. He states there are five aspects of making good writing.

They are:⁴

³Kathlen Graves. 1983. *Designing Language Courses a Guide for Teachers*. Canada: Thomson Heinle. P.117

⁴Arthur Hughes. 1986. *Teaching for Language Teachers*. Edinburgh: Cambridge University Press. P. 91

a. Grammar

Grammar has an important one in writing. A good writer usually has a group of grammatical element. The writer can produce the correct sentences in writing text by mastering the grammar. It is very important for the students to master English grammar in order to be able to construct correct sentences as a basic to be successful in writing.

b. Vocabulary

Vocabulary can be defined as a collection of words that is arranged alphabetically for reference and define or explain. To enrich vocabulary is very important in writing. Without mastering vocabulary, students can not express anything in written form.

c. Mechanics

Spelling, punctuation, and capitalization are included in mechanics. Spelling is important because it is the aspect that can make meaningful writing. Misspelling always makes a confusion of meaning. The meaning will change if a word is misspelled and the whole meaning of writing may be touched by a change.

d. Form/organization

In the organization of writing, if a writer wants to write a description about an object, she or he can arrange the sentences starting at the details that are near and then moving further, according to where the object is located especially in descriptive text, the form or organization has what we called generic structure/text organization where is divided into two areas. They are identification and description.

e. Fluency

A text is said to have coherence or fluency when its sentences are together of flow into each other. In order to have coherence in writing, the movement from one sentence to the other must be logical and smooth. There are two main ways to achieve coherence. The first way is using transition signals to show one idea is related to the text. The second way to achieve coherence is by arranging the sentences in logical order.

3. The Process of writing

Writing is never one step-action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then, after you finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say.

There are four steps that should be done by writers:

1. Prewriting

Prewriting is a way to get ideas. In this step, writers choose a topic and collect ideas to explain the topic.

2. Organizing

Organizing is organizing the ideas into a simple outline.

3. Writing

The next step is to write a rough draft, using writers' outline as a guide. The writers write rough draft as quickly as they can without stopping to think about grammar, spelling, or punctuation. Just get the ideas down on paper.

4. Polishing: Revising and Editing

In this step, the writers polish what they have written. This step is also called revising and editing. Polishing is most successful if the writers do it in two steps. First, attack the issues of content and organization

(Revising). Then, work on the smaller issues grammar, punctuation, and mechanics (Editing).⁵

Besides, Syafi'i, et al state that there are four stages of writing process:⁶

1) Prewriting

Reid in Syafi'i et al points out that prewriting is viewed as thinking before writing.

2) Planning (outline)

In the planning stage, the writer needs to organize the ideas generated by brainstorming. The most successful way to organize the ideas generated is that making an outline from a brainstorming.

3) Writing and Revising Draft

After doing brainstorming and outlining as the first and the second processes of writing, the writer can start to write and revise several drafts" frequently" until the writer has produced a final copy to hand in.

4) Writing the final draft

The last stage is that to write the final copy or product to hand in.

In addition to the process of writing, Laksmistated that writing process consists of five stages:⁷

- Stage 1** : Prewriting (Students choose a topic.Students gather and organize ideas.Students define a topic sentence)
- Stage 2** : Drafting (Students write a rough draft. Students emphasize content rather than mechanics),
- Stage 3** : Revising (Students share their writing with teacher or in writing groups.Students participate constructively in discussions aboutclassmates writing. Students make changes in their writings to reflect the reactions andcomments of both teacher and classmates. Between the

⁵Alice Oshima and Hogue Ann. Op. Cit P. 15

⁶Syafi'i, Fauzan, and Johnri Kasdi. 2007. *The Process of Writing for Classroom Setting*. Pekanbaru. P. 113

⁷Laksmi. *Scaffolding Students Writing in EFL Class*. P. 3

first and final drafts, students make substantive rather than only minor changes).

Stage 4 : Editing (Students proofread their own and or classmates writings. Students increasingly identify and correct their own mechanical errors).

Stage 5 : Publishing (Students publish their writing in appropriate form. Students share their finished writing with teacher).

It can be concluded that in writing there are some processes which are conducted before the writer produces the final draft of writing.

4. The Assessment of Writing

Assessing students' achievement in writing is not as easy as assessing reading skill. In assessing writing, the teacher can not measure the students ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' achievement.

Assessing and scoring students' writing can be done by using the ESL Composition Profile. The ESL Composition Profile provides some criteria that should be measured by the teacher. It can be explained as follow:⁸

⁸ Arthur Hughes. 2003. *Testing for Language Teachers, Second Edition*. Edinburgh: Cambridge University Press. P. 104

Table II.1
ESL COMPOSITION PROFILE

	Score	Level	Criteria
CONTENT	30-27	EXCELLENT TO VERY GOOD	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	GOOD TO AVERAGE	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	FAIR TO POOR	Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	VERY POOR	Does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD	Fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.
	17-14	GOOD TO AVERAGE	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	FAIR TO POOR	Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	9-7	VERY POOR	Does not communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	EXCELLENT TO VERY GOOD	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	GOOD TO AVERAGE	Adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	FAIR TO POOR	Limited range, frequent errors of word/idiom form, choice, usage, and meaning confused.
	9-7	VERY POOR	Essentially translation, little knowledge of English vocabulary, idiom or word form, OR not enough to evaluate.
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD	Effective complex construction, few errors of agreement, tense, word order, articles, pronoun, and prepositions.
	21-18	GOOD TO AVERAGE	Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, but meaning seldom obscured.

	17-11	FAIR TO POOR	Major problems in simple and complex construction, frequent errors of negation, agreement, tenses, number, word order, articles, pronoun, preposition, meaning confused or obscured.
	10-5	VERY POOR	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	EXCELLENT TO VERY GOOD	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, texting.
	4	GOOD TO AVERAGE	Occasional errors of spelling, punctuation, capitalization, texting but the meaning obscured.
	3	FAIR TO POOR	Frequent errors of spelling, punctuation, capitalization, texting, poor handwriting, meaning confused or obscured.
	2	VERY POOR	no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, texting, handwriting illegible, OR not enough to evaluate

But in this research, the writer uses the assessment of writing of the school that is focusing more on the type of the text. There are some aspects that should be measured by the teacher to know the ability of the students in writing descriptive text. It can be explained as follow

Table II.2
THE ASSESSMENT OF WRITING
DESCRIPTIVE TEXT

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description				
3	Vocabulary				
4	Grammatical Features a. Adjectives and compound adjectives b. Attribute has and have c. Linking verbs d. Simple present tense				
5	Spelling & Punctuation				
	Total	20			

5. Descriptive Text

Descriptive text is a text used to describe something or someone.⁹ It tells how a person or a thing appeared to the senses that are how it looked, felt, smelled, tasted, and/or sounded.¹⁰ A descriptive text is a text which lists the characteristics of something. The topic is usually about the attributes of a thing, and third person pronoun forms are used. It is also supported by Syafi'I et al, Descriptive used to tell what the subject looks, sounds, feels, tastes, and/or smells like.¹¹

⁹Elang Yudiantoro. 2010. *Ringkasan Bahasa Inggris*. Jakarta: Gagas Media. P. 19

¹⁰Alice Savage and Patricia Mayer. 2005. *Effective Academic Writing 2*. New York: Oxford University Press. P. 33

¹¹*Ibid.* P. 43

According to Sudarwati et al., the followings are the features of descriptive text :

1. Purpose

Purpose of descriptive text is to describe a particular person or thing.

2. Generic Structure or Text Organization

- a. Identification

Mention the name, occupation, profession, and career.

- b. Description

Physical features, the way he/she dresses, and his or her personality. It means that, learners explain what they want to describe.

3. Language Features

- a. Using present tense

- b. Using detailed noun phrase

- c. Adjective phrase

- d. Using relating verbs

- e. Using action verbs

- f. Using adverbial

Descriptive text here means the students are able to describe something or someone into a text by using the features of descriptive text it self.

6. The Nature of Draw-Label-Caption

6.1 The Definition of Draw-Label-Caption

According to Steve Peha, **Draw:** Make a quick pencil sketch of the scene. This is a rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as you can. Don't forget to include yourself in the picture if it's appropriate. **Label:** Create a one- or two-word text label for each item in the drawing. Label everything you can think of, even different parts of things. **Caption:** Write a single sentence underneath the picture that tells what is happening.¹²

6.2 The Advantages of Draw-Label-Caption

One of the advantages of this strategy is that every kid can do it well. But the most interesting thing is seeing how well it works with older kids and even adult writers. This strategy seems to be ideal for helping writers of all ages and abilities solve this problem.¹³ Besides, "Drawing can really help students write. When students take a few minutes to sketch a quick picture, they give themselves a chance to focus on the topic and that can make their writing richer and more detailed.

¹²Steve Peha. 2003. *Writing The Teacher's Strategy Guide*. Retrieved on 15th, March 2011. P. 47

¹³Steve Peha. 2003. *Welcome to Writer's Workshop (Teaching young writer's the way professionals teach themselves)*. Retrieved on 15th, March 2011. P. 36

6.3 Teaching Writing by Using Draw-Label-Caption strategy

Every teacher needs a safety net, a strategy or activity. According to Julie in Peha, The Draw-Label-Caption strategy is a simple Pre-writing exercise that everyone can feel successful with.¹⁴

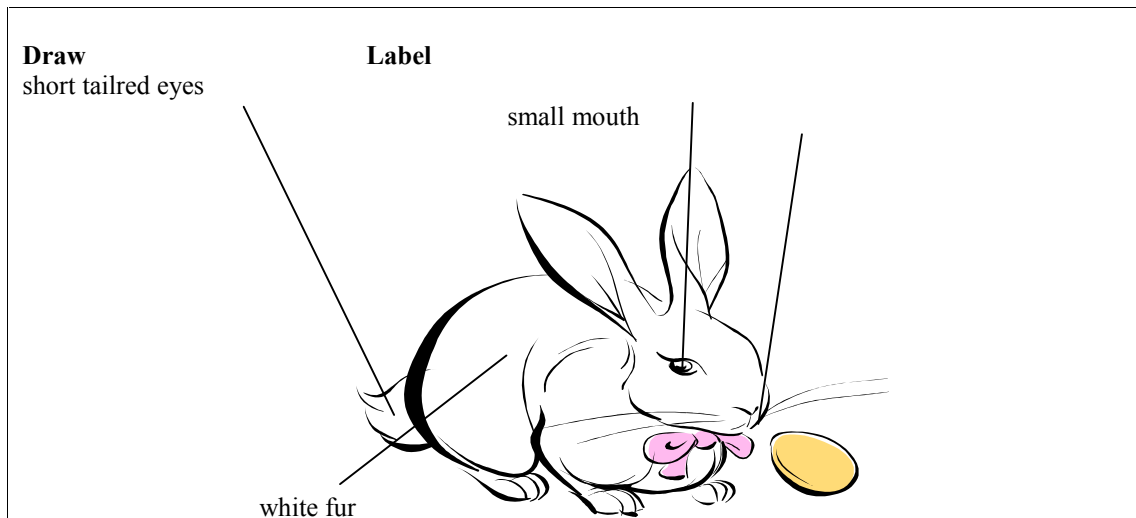
There are some steps in conducting Draw-Label-Caption strategy in the classroom, especially in teaching and learning writing. The steps are:¹⁵

1. The students pick the topic. After picking the topic they do a sketch by using pencil. In the sketch they can draw everything. Such as animal, trees, people, etc.
2. The next step is labeling. The students create one or more words for each item in their drawing. They use lines to connect their label with the things they are labeling, they write all over their sketch, left to right, up and down, sideways whatever works for them.
3. Then, students write a single or more sentences for their sketch. It can be made underneath the picture.
4. For the last steps is turn sentences into a text.

¹⁴*Ibid.* P. 35

¹⁵*Ibid.* P. 38

Example of Draw-Label-Caption Strategy:



My Pet

I have some pets. One of them is rabbit. His name is Putih. He is male. He is very cute and funny. He has Red eyes, short tail, white fur and small mouth.

Every day I give him some food and drink. He likes eating grass, carrots, vegetables and banana. My family and I love him very much.

Caption

B. Relevant Research

- 1) A research by Novisari(2011)graduated from Muhamadiyah University of Bandar Lampung entitledImproving the Students' Descriptive Paragraph Writing AbilityThrough Draw Label Caption (DLC) Technique At The First Grade Of SMAN 1 Banjar Margo. The procedures of teaching descriptive and the advantages of this research were similar. But, Rhina's research is focused on improving students'

ability in writing descriptive paragraph, while the writer focuses on improving students' ability in writing descriptive text.

- 2) A research by Vina Oktavia 2008 graduated from The University of Riau entitled: A Study on the Ability of the Second Year Students of SMK Labor Binaan FKIP Riau University Pekanbaru in Writing Descriptive Texts by Using Mind Mapping Strategy. The purpose of this research was similar that is toward students ability in writing descriptive text. but Vina's focused on using Mind Mapping strategy in improving students' writing descriptive text, while the the writer focuses on the using Draw Label –Caption in improving students' writing descriptive text.

C. The operational Concept

The operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable used in analyzing the data. There are two variables used in this research. They are: variable X is using Draw-Label-Caption Strategy and variable Y is students' ability in writing descriptive text.

The indicators of variable X refers to (Draw-Label-Caption strategy for experimental class):

1. The teacher asks the students to pick the topic.
2. The teacher asks the students to do a sketch by using pencil or pen
3. The teacher asks the students to create a one or more words for each item in their drawing.

4. The teacher asks the students to write a single or more sentences for their sketch. It is can be made underneath the picture.

The indicators of variable Y refer to students' ability in writing descriptive text.

1. The students are able to identify the identification and description of descriptive text.
2. The students are able to use appropriate language features in writing descriptive text.
3. The students are able to write a descriptive text consist of identification and description

D. The assumptions and the hypothesis

1. Assumption

- a. Descriptive text has been learned by the first grade students at MTs Darel Hikmah in Pekanbaru for the second semester. It is assumed that the students are able to write the descriptive text well.
- b. The better Draw-Label-Caption strategy is applied. It is assumed that students will be able to write descriptive text well.

2. Hypothesis

- Ha : There is significant effect of using Draw-Label-Caption strategy towardability at the first grade students in writing descriptive text.
- Ho : There is no significant effect of using Draw-Label-Caption strategy toward ability at the first grade students in writing descriptive text.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The design of this research is quasi experimental research, which consists of two variables. The first variable is using of Draw-Label-Caption Strategy as the independent variable (X) and the second variable is the student's ability in writing descriptive text as dependent variable (Y).

In conducting this research, the writer used two classes. The first class was used as experimental class which was taught by using Draw-Label-Caption strategy. The second class was used as control class which was taught without using Draw-Label-Caption strategy. This quasi experimental design is focused on Non-equivalent Control Group Design. The experiment and control groups have been given pre-test and post-test.

The research design is simply schematized as follow:¹

Experimental Group O_1 _____X_____ O_2

Control Group O_1 _____ O_2

O = Test

X = Treatment by using Draw-Label-Caption strategy

¹Tuckman Bruce W.1999.*Conducting Educational Research Fifth Edition*. New York: Harcourt Brace College Publisher. P. 141

B. The Location and the Time of the Research

This research was conducted from 08th May 2012 to 08th June 2012. This research was conducted at the First Grade of MTs Dar-El Hikmah Boarding School of Pekanbaru.

C. The subject and the object of the Research

The subject of this research was the first grade students of MTs Dar-El Hikmah Boarding School Pekanbaru, while the object of this research was the effect of using Draw-Label-Caption Strategy and their ability in writing descriptive text.

D. The population and The sample of the Research

1. Population of The Research

The population of this research was the first grade students of MTs Dar El Hikmah Boarding School Pekanbaru in the academic year of 2011/2012. It has four classes and each class which consists of 30 till 33 of students. The numbers of the first year students at MTs DarelHikmah Boarding School Pekanbaru was 125 students.

Table III.1
The Population of the First Grade Students of
MTs DarelHikmahPekanbaru 2011-2012

No	Class	Number of students
1	VII A1	32
2	VII A2	33
3	VII A3	30
4	VII A4	30
	Total	125

2. Sample of The Research

In this research, the writer used the clustering sample randomly based on group as the way to choose the sample of population. The writer choosed the class of VII A3 and VII A4 as the sample of population. Based on the preliminary study by asking the teacher in Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru, the two classes were almost homogenous for the total of the students in the class even the achievement in learning. Therefore, the sample of this research was VII A3 which contained 30 students used as the experimental class, and VII A4 which contained 30 students used as the control class. The total sample of this research was 60 students. The detail of the sample is as follows:

No	Class	The Number of Students
1	VII A3(Experimental class)	30
2	VII A4(Control class)	30
TOTAL		60

B. The Technique of Data Collection

To obtain the data needed in this research, the writer used test as instrument to collect data.

1. Test

The writer used pre test and post test. Test is used to find out the students' writing ability. Pre-Test was given before the treatment and posttest was given after doing the treatment. The pre-test was done in order to determine students' ability in writing before being taught by Draw-Label-Caption strategy and post-test was done in order to determine

the influence and the effectiveness of using Draw-Label-Caption strategy toward students' ability in writing descriptive text. The test was a written test. The teacher provided some topics. Then, the students were asked to write a descriptive text based on the topic that they have chosen. To get data about students writing ability, the writer used the assessment of the school it self.

TABLE.III.2
THE ASSESSMENT
OF WRITING DESCRIPTIVE TEXT

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description				
3	Vocabulary				
4	Grammatical Features a. Adjectives and compound adjectives b. Attribute has and have c. Linking verbs d. Simple present tense				
5	Spelling & Punctuation				
	Total	20			

Explanation of Score:

- 1 = Incompetent
- 2 = Competent enough
- 3 = Competent
- 4 = Very Competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

Based on school based curriculum (KTSP) assessment of students' achievement is done by the teacher, education committee, and government. Assessment of students' achievement is done by the teacher and education committee called as internal assessment, while assessment which is done by the government called as external assessment. Furthermore, for writing ability test the writer uses teacher's assessment.

C. The technique of Data Analysis

In analyzing the data of this research, the writer used T-test formula. Hartono says that, T-test is one of the statistic tests used to know whether there is significant of two sample of mean in two variables or not.² The writer used score of post test experimental group and post test control group. The data were analyzed by using the statistical analysis. The different mean was analyzed by using independent sample T-test SPSS verses 17.

T- Table was employed to see whether there was any significant difference between the mean score in both experimental and control classes. The T- obtained value is consulted with the value of T- table at the freedom ($df = (N_1 + N_2) - 2$)

Statistically hypotheses are:

$$H_0 = t_0 < t\text{-table}$$

$$H_a = t_0 > t\text{-table}$$

²Hartono. 2008. *Statistik Untuk Penelitian*. Yogyakarta: PustakaBelajar. P.178

H_a is accepted if $t_0 > t\text{-table}$ or there is significant effect of using Draw-Label-Caption Strategy toward students' ability in writing descriptive text. H_0 is accepted if $t_0 < t\text{-table}$ or there is no significant effect of using Draw-Label-Caption Strategy toward students' ability in writing descriptive text.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Description of Research Procedure

The aim of this research is to find out the students' ability in writing descriptive text taught by using Draw-Label-Caption strategy and writing ability in descriptive text without using Draw-Label-Caption strategy, and to obtain the significant effect of ability in writing descriptive text between students who are taught by using Draw-Label-Caption strategy and students who are taught without using Draw-Label-Caption strategy.

The data of this research were the scores of the students' pre-test and post-test both experimental class and control class. The scores of pre-test were taken before the treatment, while the scores of post-test were taken after the treatment. In giving test, the students were asked to write descriptive text. Then, the test was evaluated by concerning the five components of writing: content, organization, vocabulary, grammatical feature, and spelling and punctuation. Each component had its score. Then, the writer gave treatments to experimental class for eight meetings.

B. The Data Presentation

The data of the research were the scores of the students' pre test and post test both experiment and control classes. There were two data of students' writing ability served by the writer. They were: the data of the students 'writing ability

taught by using Draw-Label-Caption strategy and the data of the students' writing ability taught without using Draw-Label-Caption strategy

1. The Effect of Using Draw-Label-Caption Strategy Toward Students' Ability in Writing Descriptive Text

The data were the students' writing scores at the pre-test and post-test both control class and experimental class. The data were collected through the following procedures:

- 1) The writer, as the teacher, asked the students either experimental or control class to write a descriptive text.
- 2) The writing was written in the blank sheet. Then, it was collected to evaluate the appropriateness of content, organization, vocabulary, language use (grammar), and spelling.
- 3) The students' writing results were evaluated by two raters.
- 4) The writer added the scores from the raters and divided it.

TABLE IV.1
THE STUDENTS' SCORE OF PRE-TEST
OF EXPERIMENTAL CLASS

No.	Ss	Aspects Assessed															T	S
		Content			Organizatio n			Vocabulary			Grammar			Spelling				
		Rater		T	Rater		T	Rater		T	Rater		T	Rater		T		
		1	2		1	2		1	2		1	2		1	2			
1	S 1	2	2	2	2	2	2	2	1	1,5	2	1	1,5	1	1	1	8	32
2	S 2	2	2	2	1	2	1,5	1	1	1	1	2	1,5	1	2	1,5	7,5	30
3	S 3	1	1	1	1	1	1	2	1	1,5	1	1	1	2	3	2,5	7	28
4	S 4	2	2	2	2	1	1,5	2	2	2	1	1	1	2	2	2	8,5	34
5	S 5	2	2	2	1	1	1	2	2	2	2	1	1,5	1	2	1,5	8	32
6	S 6	2	1	1,5	1	2	1,5	2	1	1,5	1	1	1	2	2	2	7,5	30
7	S 7	2	1	1,5	1	2	1,5	2	2	2	1	1	1	1	1	1	7	28
8	S 8	2	2	2	1	2	1,5	2	2	2	1	1	1	2	2	2	8,5	34
9	S 9	3	2	2,5	2	2	2	2	1	1,5	1	2	1,5	1	1	1	8,5	34
10	S 10	2	2	2	2	1	1,5	2	2	2	1	2	1,5	2	2	2	9	36
11	S 11	3	2	2,5	2	2	2	1	2	1,5	1	2	1,5	2	2	2	9,5	38
12	S 12	1	1	1	2	2	2	2	2	2	1	1	1	1	1	1	7	28
13	S 13	3	2	2,5	2	2	2	2	2	2	2	1	1,5	2	3	2,5	10,5	42
14	S 14	2	1	1,5	2	2	2	2	1	1,5	2	2	2	2	3	2,5	9,5	38
15	S 15	3	3	3	2	2	2	3	2	2,5	2	2	2	2	2	2	11,5	46
16	S 16	3	2	2,5	2	1	1,5	2	2	2	1	1	1	2	2	2	9	36
17	S 17	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	9	36
18	S 18	3	3	3	2	2	2	2	2	2	1	2	1,5	1	2	1,5	10	40
19	S 19	1	1	1	2	1	1,5	2	2	2	1	1	1	1	2	1,5	7	28
20	S 20	2	2	2	2	1	1,5	2	2	2	1	2	1,5	2	2	2	9	36
21	S 21	1	2	1,5	1	1	1	2	2	2	1	1	1	2	2	2	7,5	30
22	S 22	2	1	1,5	2	1	1,5	2	1	1,5	1	2	1,5	2	2	2	8	32
23	S 23	2	2	2	2	1	1,5	2	1	1,5	2	2	2	1	2	1,5	8,5	34
24	S 24	2	2	2	2	1	1,5	1	2	1,5	1	1	1	2	2	2	8	32
25	S 25	2	1	1,5	1	2	1,5	1	2	1,5	2	1	1,5	2	2	2	8	32
26	S 26	1	1	1	2	2	2	2	2	2	2	1	1,5	2	2	2	8,5	34
27	S 27	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	9	36
28	S 28	3	2	2,5	2	2	2	2	2	2	2	2	2	2	2	2	10,5	42
29	S 29	2	1	1,5	2	2	2	1	2	1,5	1	1	1	2	2	2	8	32
30	S 30	2	2	2	2	1	1,5	2	2	2	2	1	1,5	2	2	2	9	36
Mean				1,9			1,7			1,8			1,4			1,83	8,55	34,2

Based on the table of writing components of students' writing ability at experimental class above, it can be seen that the students' writing ability in each

component was various proven by each mean of each component; content, organization, vocabulary, grammar, and spelling. Among the five components that have been mentioned, the lowest mean score was grammar; 1.4 and the highest mean score was content; 1.9. While the organization of students' writing was 1.7, vocabulary was 1.8 and spelling was 1.83.

According to the writing assessment of MTs Dar El Hikmah Pekanbaru, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Referring to that assessment, the score of students' writing above was categorized into incompetent to competent enough, so this indicates that the students had low ability in using those components that had important role in writing. However, the total of mean score of students' writing ability at pre-test of experimental class was 34.2

TABLE IV.2
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST
SCORES OF EXPERIMENTAL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	4	13.3	13.3	13.3
	30	3	10.0	10.0	23.3
	32	6	20.0	20.0	43.3
	34	5	16.7	16.7	60.0
	36	6	20.0	20.0	80.0
	38	2	6.7	6.7	86.7
	40	1	3.3	3.3	90.0
	42	2	6.7	6.7	96.7
	46	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Referring to the table above, it shows that there were 4 students who got score 28 (13.3%), 3 students got 30 (10.0%), 6 students got 32 (20.0%), 5 students got 34 (16.7%), 6 students got 36 (20.0%), 2 students got 38 (6.7%), 1 student got 40 (3.3%), 2 students got 42 (6.7%), and 1 student got 46 (3.3%)

Based on table above, it can be seen that the total number of students was 30 students. The highest score was 46 and the lowest score was 28. The highest frequency was 6 at the score of 32 and 36. While, the statistic result of these data is in the following table:

TABLE IV. 3
STATISTICS

N	Valid	30
	Missing	0
Mean		34.20
Std. Error of Mean		.816
Median		34.00
Mode		32 ^a
Std. Deviation		4.468
Variance		19.959
Range		18
Minimum		28
Maximum		46
Sum		1026

TABLE IV. 4
THE STUDENTS' SCORE OF PRE-TEST
OF CONTROL CLASS

N	Ss	Aspects Assessed															T	S
		Content			Organization			Vocabulary			Grammar			Spelling				
		Rater		T	Rater		T	Rater		T	Rater I		T	Rater		T		
		1	2		1	2		1	2		1	2		1	2			
1	S 1	1	2	1,5	1	2	1,5	2	1	1,5	2	2	2	2	1	1,5	8	32
2	S 2	2	1	1,5	1	1	1	1	2	1,5	2	2	2	2	3	2,5	8,5	34
3	S 3	2	1	1,5	1	1	1	1	2	1,5	1	1	1	2	2	2	7	28
4	S 4	2	2	2	2	2	2	2	1	1,5	2	1	1,5	1	1	1	8	32
5	S 5	1	2	1,5	2	1	1,5	1	2	1,5	2	2	2	2	1	1,5	8	32
6	S 6	1	1	1	2	1	1,5	1	2	1,5	2	2	2	2	2	2	8	32
7	S 7	2	2	2	1	1	1	1	2	1,5	1	1	1	2	1	1,5	7	28
8	S 8	2	2	2	1	1	1	2	2	2	1	1	1	1	2	1,5	7,5	30
9	S 9	2	2	2	2	2	2	2	1	1,5	1	1	1	2	2	2	8,5	34
10	S 10	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	8	32
11	S 11	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	40
12	S 12	1	2	1,5	1	1	1	2	2	2	1	1	1	2	2	2	7,5	30
13	S 13	2	1	1,5	2	1	1,5	1	1	1	1	1	1	2	1	1,5	6,5	26
14	S 14	2	1	1,5	2	2	2	2	2	2	2	2	2	2	3	2,5	10	40
15	S 15	2	3	2,5	2	2	2	3	2	2,5	2	2	2	2	2	2	11	44
16	S 16	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	9	36
17	S 17	3	1	2	2	2	2	2	2	2	1	2	1,5	2	2	2	9,5	38
18	S 18	3	1	2	2	2	2	2	2	2	1	2	1,5	2	2	2	9,5	38
19	S 19	1	1	1	1	1	1	1	2	1,5	2	2	2	1	2	1,5	7	28
20	S 20	2	2	2	2	2	2	2	2	2	1	2	1,5	2	2	2	9,5	38
21	S 21	2	1	1,5	2	2	2	2	1	1,5	1	1	1	1	2	1,5	7,5	30
22	S 22	2	2	2	2	2	2	2	1	1,5	1	1	1	1	1	1	7,5	30
23	S 23	2	2	2	2	2	2	2	1	1,5	1	1	1	1	2	1,5	8	32
24	S 24	2	2	2	2	1	1,5	2	1	1,5	2	1	1,5	1	2	1,5	8	32
25	S 25	2	1	1,5	1	2	1,5	2	2	2	2	1	1,5	1	2	1,5	8	32
26	S 26	2	1	1,5	1	1	1	2	2	2	2	1	1,5	1	2	1,5	7,5	30
27	S 27	1	2	1,5	2	2	2	1	2	1,5	1	1	1	2	2	2	8	32
28	S 28	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	40
29	S 29	1	1	1	1	2	1,5	2	1	1,5	1	1	1	2	2	2	7	28
30	S 30	1	2	1,5	1	1	1	2	2	2	1	1	1	2	2	2	7,5	30
Mean				1,72			1,6			1,7			1,4			1,8	8,2	33

Based on the table of writing components of students' writing ability at control class above, it can be seen that the students' writing ability in each

component was various proven by each mean of each component; content, organization, vocabulary, grammar, and spelling. Among the five components that have been mentioned, the lowest mean score was grammar; 1.4 and the highest mean score was spelling; 1.8. While the organization of students' writing was 1.6, vocabulary was 1.7 and content was 1.72.

According to the writing assessment of MTs Dar El Hikmah Pekanbaru, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Referring to that assessment, the score of students' writing above was categorized into incompetent to competent enough, so this indicates that the students had low ability in using those components that had important role in writing. However, the total of mean score of students' writing ability at pre-test of control class was 33.

TABLE IV. 5
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST
SCORES OF CONTROL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	1	3.3	3.3	3.3
	28	4	13.3	13.3	16.7
	30	6	20.0	20.0	36.7
	32	9	30.0	30.0	66.7
	34	2	6.7	6.7	73.3
	36	1	3.3	3.3	76.7
	38	3	10.0	10.0	86.7
	40	3	10.0	10.0	96.7
	44	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Referring to the table above, it shows that there was 1 student who got score 26 (3.3%), 4 students got 28 (13.3%), 6 students got 30 (20.0%), 9 students got 32 (30.0%), 2 students got 34 (6.7%), 1 student who got 36 (3.3%), 3 students got 38 (1.0%), 3 students got 40 (1.0%), and 1 student got 44 (3.3%)

Based on table above, it can be seen that the total number of students was 30 students. The highest score was 44 and the lowest score was 26. The highest frequency was 9 at the score of 32. While, the statistical result of these data is in the following table:

TABLE IV.6
STATISTICS

N	Valid	30
	Missing	0
Mean		32.93
Std. Error of Mean		.806
Median		32.00
Mode		32
Std. Deviation		4.417
Variance		19.513
Range		18
Minimum		26
Maximum		44
Sum		988

TABLE IV.7
THE STUDENTS' SCORE OF POST-TEST
OF EXPERIMENTAL CLASS

No.	Ss	Aspects Assessment															T	S
		Content			Organization			Vocabulary			Grammar		Spelling					
		Rater		T	Rater		T	Rater		T	Rate r	T	Rater		T			
		1	2		1	2		1	2				1	2				
1	S 1	4	3	3,5	3	3	3	3	2	2,5	3	3	3	2	2	2	14	56
2	S 2	4	3	3,5	3	3	3	3	3	3	3	2	2,5	3	3	3	15	60
3	S 3	3	3	3	3	2	2,5	3	3	3	2	2	2	2	2	2	12,5	50
4	S 4	4	3	3,5	3	3	3	3	2	2,5	2	2	2	3	3	3	14	56
5	S 5	4	4	4	3	2	2,5	3	3	3	2	2	2	2	2	2	13,5	54
6	S 6	4	3	3,5	3	3	3	2	2	2	2	3	2,5	3	3	3	14	56
7	S 7	4	4	4	3	2	2,5	3	2	2,5	3	2	2,5	3	2	2,5	14	56
8	S 8	3	3	3	3	3	3	3	3	3	3	2	2,5	3	2	2,5	14	56
9	S 9	4	4	4	3	3	3	3	3	3	3	3	3	3	2	2,5	15,5	62
10	S 10	3	3	3	3	3	3	3	3	3	3	2	2,5	2	2	2	13,5	54
11	S 11	3	3	3	3	3	3	3	3	3	2	3	2,5	3	3	3	14,5	58
12	S 12	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	14	56
13	S 13	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	14	56
14	S 14	4	4	4	4	3	3,5	3	3	3	3	2	2,5	3	2	2,5	15,5	62
15	S 15	4	4	4	3	4	3,5	3	3	3	2	3	2,5	3	3	3	16	64
16	S 16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	60
17	S 17	4	4	4	3	3	3	3	3	3	2	3	2,5	3	3	3	15,5	62
18	S 18	4	3	3,5	4	3	3,5	3	3	3	3	3	3	3	3	3	16	64
19	S 19	3	2	2,5	3	3	3	3	3	3	3	2	2,5	3	3	3	14	56
20	S 20	4	3	3,5	3	3	3	3	3	3	3	2	2,5	3	2	2,5	14,5	58
21	S 21	4	4	4	3	3	3	3	3	3	3	3	3	2	2	2	15	60
22	S 22	4	3	3,5	3	3	3	3	3	3	3	3	3	3	2	2,5	15	60
23	S 23	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	60
24	S 24	3	3	3	3	3	3	3	3	3	3	2	2,5	2	3	2,5	14	56
25	S 25	4	3	3,5	3	3	3	3	3	3	3	2	2,5	3	3	3	15	60
26	S 26	4	3	3,5	3	3	3	3	3	3	2	3	2,5	3	3	3	15	60
27	S 27	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2,5	14,5	58
28	S 28	3	3	3	3	3	3	3	3	3	3	2	2,5	3	3	3	14,5	58
29	S 29	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2,5	14,5	58
30	S 30	4	4	4	3	3	3	3	2	2,5	3	2	2,5	3	3	3	15	60
Mean				3,4			3			2,9			2,6			2,7	14,55	58,2

Based on the table of writing components of students' writing ability at experiment class above, it can be seen that the students' writing ability in

each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and spelling. Among the five components that have been mentioned, the lowest mean score was grammar; 2.6 and the highest mean score was content; 3.4 while spelling of students' writing was 2.7, organization was 3, and vocabulary was 2.9.

According to the writing assessment of MTs Dar El Hikmah Pekanbaru, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Referring to that assessment, the score of students' writing above was categorized into competent enough to competent, so this indicates that the students still had average ability in using those components that had important role in writing. However, the total of mean score of students' writing ability at post-test of experimental class was 58.2.

TABLE IV. 8
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST
SCORES OF EXPERIMENT CLASS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	3.3	3.3	3.3
54	2	6.7	6.7	10.0
56	9	30.0	30.0	40.0
58	5	16.7	16.7	56.7
60	8	26.7	26.7	83.3
62	3	10.0	10.0	93.3
64	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Referring to the table above, it shows that there was 1 student who got score 50 (3.3%), 2 students who got 54 (6.7%), 9 students who got 56 (30.0%), 5 students who got 58 (16.7%), 8 students who got 60 (26.7%), 3 students who got 62 (10.0%), 2 students who got 64 (6.7%).

Based on table above, it can be seen that the total number of students was 30 students. The highest score was 64 and the lowest score was 50. The highest frequency was 9 at the score of 56. While, the statistical result of these data is in the following table:

TABLE IV. 9
STATISTICS

N	Valid	30
	Missing	0
Mean		58.20
Std. Error of Mean		.570
Median		58.00
Mode		56
Std. Deviation		3.123
Variance		9.752
Range		14
Minimum		50
Maximum		64
Sum		1746

TABLE IV.10
THE STUDENTS' SCORE OF POST-TEST
OF CONTROL CLASS

No.	Ss	Aspects Assessed															T	S
		Content			Organization			Vocabulary			Grammar			Spelling				
		Rater		T	Rater		T	Rater		T	Rater		T					
		1	2		1	2		1	2		1	2		1	2			
1	S 1	2	2	2	2	2	2	2	1	1,5	2	2	2	2	2	2	9,5	38
2	S 2	3	2	2,5	2	2	2	2	2	2	2	2	2	2	2	2	10,5	42
3	S 3	2	1	1,5	2	2	2	1	2	1,5	1	1	1	2	2	2	8	32
4	S 4	3	2	2,5	2	2	2	2	2	2	2	2	2	2	2	2	10,5	42
5	S 5	3	3	3	3	2	2,5	2	2	2	2	1	1,5	1	1	1	10	40
6	S 6	2	2	2	2	2	2	2	2	2	2	1	1,5	2	2	2	9,5	38
7	S 7	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1,5	9,5	38
8	S 8	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1,5	9,5	38
9	S 9	4	3	3,5	3	2	2,5	2	2	2	2	2	2	2	2	2	12	48
10	S 10	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	40
11	S 11	3	2	2,5	3	2	2,5	2	3	2,5	2	3	2,5	2	2	2	12	48
12	S 12	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2,5	10,5	42
13	S 13	3	2	2,5	2	1	1,5	2	2	2	1	1	1	2	2	2	9	36
14	S 14	4	3	3,5	2	2	2	3	2	2,5	3	2	2,5	3	2	2,5	13	52
15	S 15	4	3	3,5	2	3	2,5	3	3	3	2	3	2,5	2	2	2	13,5	54
16	S 16	2	3	2,5	3	2	2,5	3	3	3	2	2	2	2	2	2	12	48
17	S 17	3	3	3	3	2	2,5	3	2	2,5	2	2	2	3	2	2,5	12,5	50
18	S 18	4	3	3,5	2	2	2	3	3	3	2	2	2	3	2	2,5	13	52
19	S 19	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11	44
20	S 20	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11	44
21	S 21	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12	48
22	S 22	3	2	2,5	2	2	2	2	2	2	2	2	2	2	2	2	10,5	42
23	S 23	2	3	2,5	2	2	2	2	2	2	2	2	2	2	2	2	10,5	42
24	S 24	3	3	3	3	2	2,5	2	2	2	2	2	2	2	1	1,5	11	44
25	S 25	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	12	48
26	S 26	3	2	2,5	2	2	2	3	3	3	2	2	2	2	2	2	11,5	46
27	S 27	3	3	3	2	3	2,5	2	2	2	2	2	2	2	2	2	11,5	46
28	S 28	3	3	3	3	2	2,5	2	2	2	2	2	2	2	2	2	11,5	46
29	S 29	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11	44
30	S 30	3	3	3	2	2	2	2	2	2	2	2	2	2	3	2,5	11,5	46
Mean				2,7			2,2			2,2			2			2,03	11	43,93

Based on the table of writing components of students' writing ability at control class above, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content,

organization, vocabulary, grammar, and spelling. Among the five components that have been mentioned, the lowest mean score was grammar; 2 and the highest mean score was content; 2.7 while spelling of students' writing was 2.03, organization was 2.2, and vocabulary was 2.2.

According to the writing assessment of MTs Dar El Hikmah Pekanbaru, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Referring to that assessment, the score of students' writing above was categorized into competent enough to competent, so this indicates that the students still had average ability in using those components that had important role in writing. However, the total of mean score of students' writing ability at post-test of control class was 43, 93.

TABLE IV.11
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST
SCORES OF CONTROL CLASS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32	1	3.3	3.3	3.3
36	1	3.3	3.3	6.7
38	4	13.3	13.3	20.0
40	2	6.7	6.7	26.7
42	5	16.7	16.7	43.3
44	4	13.3	13.3	56.7
46	4	13.3	13.3	70.0
48	5	16.7	16.7	86.7
50	1	3.3	3.3	90.0
52	2	6.7	6.7	96.7
54	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Referring to the table above, it shows that there was 1 student who got 32 (3.3%), 1 student got 36 (3.3%), 4 students got 38 (13.3%), 2 students who got 40 (6.7%), 5 students got 42 (16.7%), 4 students got 44 (13.3%), 4 students got 46 (13.3%), 5 students got 48 (16.7%), 1 student got 50 (3.3%), 2 students got 52 (6.7%), and 1 student got 54 (3.3%).

Based on table above, it can be seen that the total number of students was 30 students. The highest score was 54 and the lowest score was 32. The highest frequency was 5 at the score of 42 and 48. While, the statistical result of these data is in the following table:

TABLE IV. 12
STATISTICS

N	Valid	30
	Missing	0
Mean		43.93
Std. Error of Mean		.937
Median		44.00
Mode		42 ^a
Std. Deviation		5.132
Variance		26.340
Range		22
Minimum		32
Maximum		54
Sum		1318

However, generally the statistical description of data can be seen in the following table description:

TABLE IV. 13
STATISTICAL DESCRIPTION BOTH PRE AND POST TEST
OF EXPERIMENTAL AND CONTROL CLASS

		Pre-Ex	Pre-Con	Post-Ex	Post-Con
N	Valid	30	30	30	30
	Missing	0	0	0	0
	Mean	34.20	32.93	58.20	43.93
	Std. Error of Mean	.815	.806	.570	.937
	Median	34.00	32.00	58.00	44.00
	Mode	32 ^a	32	56	42 ^a
	Std. Deviation	4.468	4.417	3.123	5.132
	Variance	19.959	19.513	9.752	26.340
	Range	18	18	14	22
	Minimum	28	26	50	32
	Maximum	46	44	64	54
	Sum	1026	988	1746	1318

C. The Reliability and Validity

The test used for testing students' writing ability had to have reliability and validity. According to Gay "reliability is the degree to which a test consistently measures whatever it is measuring."¹ It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the writing test, the writer as the researcher used inter rater reliability, because the writer had two raters in order to score the

¹LRGay and Peter Arasian. 2000.*Educational Research (competencies for analysisandapplication)*. Upper Saddle River, New Jersey Columbus Ohio.P. 169

students' writing ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using Pearson product moment correlation formula through SPSS 17 Version:

**TABLE IV.14
CORRELATION**

		RATER.1	RATER.2
RATER.1	Pearson Correlation	1	.645**
	Sig. (2-tailed)		.000
	N	30	30
RATER.2	Pearson Correlation	.645**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2 tailed).

From the output above, it can be seen that r calculation is 0.645 will be correlate to r table, df=58. Because df=58 was not found from the r table, so the writer took df=60 to be correlated either at level 5% or 1%. At level 5% r table is 0.250, while at level 1% r table is 0.325. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So, the writer concluded that there was a significant correlation between score of rater 1 and score of rater 2. In other words, the writing test is reliable. The reliability of writing test is moderate.

R calculation	R table (df=60)
0.645	0.250 (5%), 0.325 (1%)

To know the validity of the test, the writer used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured is called content validity.² It means the test had fulfilled the validity of the content. In other words, the materials of the test had been taught at the first grade of MTs Dar El Hikmah Pekanbaru. It was familiar materials to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials were taken from the guide book for the students and other related resources. Here, the writer as the researcher prepared some topics based on the topics discussed at the time. The topic would be chosen freely by students and they wrote a descriptive text based on topic chosen.

D. The Data Analysis

The data analysis presents the statistical result followed by the discussion about how students' ability in writing descriptive text by using Draw-Label-Caption strategy is, how students' ability in writing descriptive text without using Draw-Label-Caption strategy is, and the significant effect of using Draw-Label-Caption strategy toward Students' ability in writing descriptive text at the first grade students of MTs Dar El Hikmah Pekanbaru.

²Ag. Bambang Setiyadi.

2006.

Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif (Edisi Pertama). Yogyakarta: Graha Ilmu. P.23

The writer used T-Test formula to analyze the effect of using Draw-Label-Caption strategy toward students' ability in writing descriptive text at the first grade students of MTs Dar El Hikmah Pekanbaru.

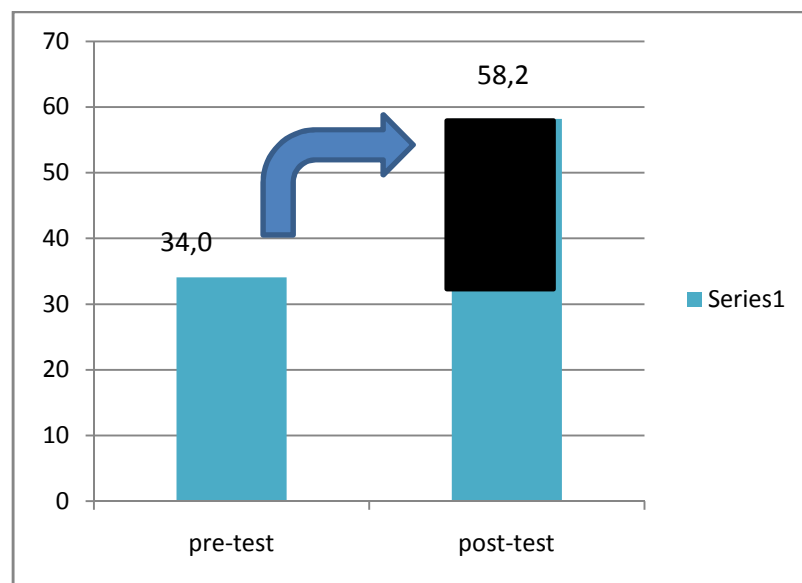
**1. The Data Analysis of Students' Ability in Writing descriptive text by
Using Draw-Label-Caption strategy**

TABLE IV. 15
THE STUDENTS' WRITING SCORE
AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS

No	Students	Pre Test	Post Test	Gain	Percentage
1	S 1	32	56	24	75%
2	S 2	30	60	30	100%
3	S 3	28	50	22	79%
4	S 4	34	56	22	65%
5	S 5	32	54	22	69%
6	S 6	30	56	26	87%
7	S 7	28	56	28	100%
8	S 8	34	56	22	65%
9	S 9	34	62	28	82%
10	S 10	36	54	18	50%
11	S 11	38	58	20	53%
12	S 12	34	56	22	65%
13	S 13	28	56	28	100%
14	S 14	42	62	20	48%
15	S 15	46	64	18	39%
16	S 16	36	60	24	67%
17	S 17	36	62	26	72%
18	S 18	40	64	24	60%
19	S 19	28	56	28	100%
20	S 20	36	58	22	61%
21	S 21	30	60	30	100%
22	S 22	32	60	28	88%
23	S 23	34	60	26	76%
24	S 24	32	56	24	75%
25	S 25	32	60	28	88%
26	S 26	34	60	26	76%
27	S 27	36	58	22	61%
28	S 28	42	58	16	38%
29	S 29	32	58	26	81%
30	S 30	36	60	24	67%
Mean		34,06	58,2	24,13	73%

The table above describes about the differences between students' writing score before and after giving treatment at experimental class. Before giving a treatment, the students' writing mean score was about

34.06, it was known by taking pre-test at the beginning. While, after giving treatment, the mean score of students' writing ability improved. It was 58.2. The improvement of each student was various, there was drastically improved, but there was not drastically improved. But generally, the improvement can be seen at mean score.



Referring to the chart above, the students' writing score improved. It means that the students' ability in writing descriptive text became better after using Draw-Label-Caption strategy. The students' writing score at the pre-test to post-test improved 73%.

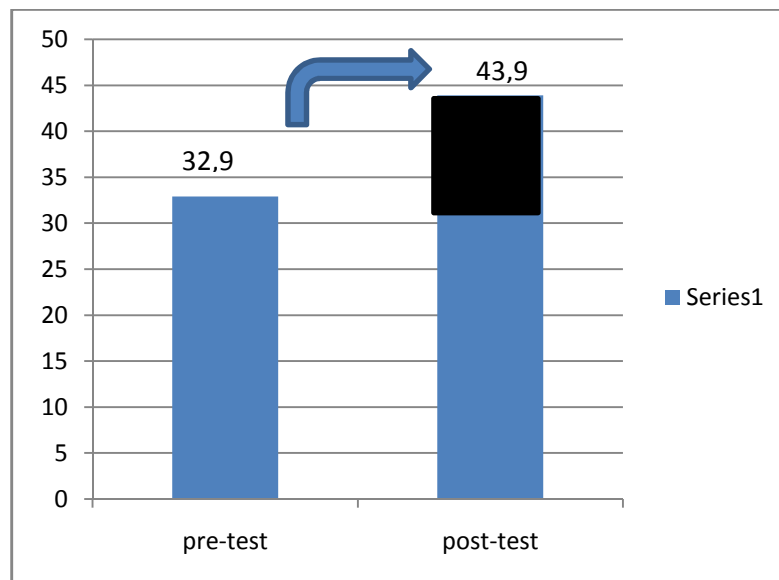
2. The Analysis of Students' Ability in Writing DescriptiveTextTaught

Without Using Draw-Label-Caption strategy

TABLE IV.16
THE STUDENTS' WRITING SCORE
AT PRE-TEST TO POST-TEST AT CONTROL CLASS

No	Students	Pre Test	Post Test	Gain	Percentage
1	S 1	32	38	6	19%
2	S 2	34	42	8	24%
3	S 3	28	32	4	14%
4	S 4	32	42	10	31%
5	S 5	32	40	8	25%
6	S 6	32	38	6	19%
7	S 7	28	38	10	36%
8	S 8	30	38	8	27%
9	S 9	34	48	14	41%
10	S 10	32	40	8	25%
11	S 11	40	48	8	20%
12	S 12	30	42	12	40%
13	S 13	26	36	10	38%
14	S 14	40	52	12	30%
15	S 15	44	54	10	23%
16	S 16	36	48	12	33%
17	S 17	38	50	12	32%
18	S 18	38	52	14	37%
19	S 19	28	44	16	57%
20	S 20	38	44	6	16%
21	S 21	30	48	18	60%
22	S 22	30	42	12	40%
23	S 23	32	42	10	31%
24	S 24	32	44	12	38%
25	S 25	32	48	16	50%
26	S 26	30	46	16	53%
27	S 27	32	46	14	44%
28	S 28	40	46	6	15%
29	S 29	28	44	16	57%
30	S 30	30	46	16	53%
Mean		32,93	43,93	11	34%

The table above describes about the differences between students' writing score at pre-test and post-test at control class. At the pre-test, the students' writing mean score was about 32.93. While at the post-test, the mean score of students' writing ability improved. It was 43.93. The improvement of each student was various, there was drastically improved, but there was not drastically improved. But generally, the improvement can be seen at mean score.



Referring to the chart above, the students' writing score improved. The students' writing score at the pre-test to post-test improved 34%. It means that the students without using Draw-Label-Caption strategy had low improvement.

3. The Analysis of Significant Effect of Improvement of Students' Writing Ability by Using Draw-Label-Caption Strategy and without Using Draw-Label-Caption Strategy

TABLE IV. 17
THE STUDENTS' WRITING SCORE
OF POST-TEST AT EXPERIMENT AND CONTROL CLASS

No	Students	Control	Experiment
1	S1	38	56
2	S2	42	60
3	S3	32	50
4	S4	42	56
5	S5	40	54
6	S6	38	56
7	S7	38	56
8	S8	38	56
9	S9	48	62
10	S10	40	54
11	S11	48	58
12	S12	42	56
13	S13	36	56
14	S14	52	62
15	S15	54	64
16	S16	48	60
17	S17	50	62
18	S18	52	64
19	S19	44	56
20	S20	44	58
21	S21	48	60
22	S22	42	60
23	S23	42	60
24	S24	44	56
25	S25	48	60
26	S26	46	60
27	S27	46	58
28	S28	46	58
29	S29	44	58
30	S30	46	60
Mean		43,93	58,2

The table above describes about the comparison between students' writing score of both experimental and control class after giving treatment. The mean of score of experimental class is 58.2 while the mean score of control class is 43.93. Both of the classes have their improvement from pre-test score, but the improvement is different; the score of students' writing ability at experimental is higher than control class. It means that there is a better improvement at experimental class than control class that had been given treatment. The score of experimental class was better than control class.

Besides, from the analysis at table 15 and 16 above, it can be seen that there is a different improvement of students' writing ability at Experimental and Control class. It showed that the difference of mean score improvement at the experimental class was 24.13 by percentage 73% while at control class was 11 by percentage 34%.

Based on the percentage influence found for both classes, it is clear that the percentage of influence improvement of Draw-Label-Caption strategy on students' writing ability is higher than control class. It means that the Draw-Label-Caption strategy is one of the factors that give the influence toward students' writing ability. It can be proved from the influence of improvement of Draw-Label-Caption strategy itself was 73%, while the students without using Draw-Label-Caption strategy influenced 34%.

After knowing about the percentage of different improvement from both of the classes, to know clearly and to know the significant effect of both classes, then, the writer analyzed it by using independent sample T-Test.

TABLE IV.18
GROUP STATISTICS

	X	N	Mean	Std. Deviation	Std. Error Mean
Y	1	30	43.93	5.132	.937
	2	30	58.20	3.123	.570

Based on the table above, it can be seen that the total students' from each class, the control class consisted of 30 students; while for the experimental class consisted of 30 students. The mean of control class was 43.93, and mean of experimental class was 58.20. Standard deviation from control class was 5.132, while standard deviation from experimental class was 3.123. Standard error mean from control class was 0.937, and experimental class was 0.570.

TABLE IV.19
INDEPENDENT SAMPLE T- TEST

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Y	Equal variances assumed	6.019	.017	13.007	58	.000	14.267	1.097	16.462	12.071
	Equal variances not assumed			13.007	47.884	.000	14.267	1.097	16.472	12.061

Independent-Sample T-test shows Levene's Test to know the same variance.

Significant $t_{\text{value}} > \text{Significant } \alpha (0.05)$

Based on the output SPSS above, it can be seen that Significant t_{value} (0.017) < Significant α (0.05). It can be concluded that there was a significant effect of both classes; experimental class by using Draw-Label-Caption strategy and control class without using Draw-Label-Caption strategy.

From the table above, it can be also seen that t_{value} obtained (13.007) is compared to "t" table, $df = 60$. Because $df = 58$ was not found from the t_{table} , so the writer took $df = 60$ to compare either at level 5% or 1%. At level 5%, t_{table} is 2.00, while at level 1%, t_{table} is 2.65. Thus, the t_{hitung} obtained is higher than t_{table} , either at level 5% or 1%. In other word, we can read $2.00 < 13.007 > 2.65$.

Based on the score above, the writer can conclude that H_a is accepted it means that there is a significant effect of using Draw-Label-Caption strategy toward students' ability in writing descriptive text of the first grade students of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru”

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Referring to the data analysis and data presentation explained at chapter IV, finally the writer concludes the answers of the formulation of the problems:

1. Students' ability in writing descriptive text by using Draw-Label-Caption strategy is drastically improved. It can be seen from the students' score from pre-test to post-test. The mean score of students' writing at pre-test is 34.06. After giving the treatment, the mean score of students' writing is 58.2. The students' score improves 24.13 by percentage 73%. It means that students at experimental class using Draw-Label-Caption strategy have better scores.
2. Students' ability in writing descriptive text without using Draw-Label-Caption strategy is not drastically improved. It can be seen from the students' score from pre-test to post-test. The mean score of students' writing at pre-test is 32.93. While at the post-test, the mean score of students' writing is 43.93 the students' score only improves 11 by percentage 34 %. It means that students at control class without using Draw-Label-Caption Strategy still have low scores.
3. From analysis of t-test formula, it can be seen that there is significant effect between students' ability in writing descriptive text taught by using

Draw-Label-Caption strategy and students' ability in writing descriptive text taught by using conventional method with consideration $t_0 = 13.007$ is higher than T_{table} either in significant 5% = 2.00 or in significant 1% = 2.65. We can read $2.00 < 13.007 > 2.65$. It means H_a is accepted and H_0 is rejected. So, it can be concluded that there is a significant effect between students' ability in writing descriptive text taught by using *Draw-Label-Caption* strategy and students' ability in writing descriptive text taught by using conventional method. In other words, there is a significant effect of using *Draw-Label-Caption* strategy toward students' ability in writing descriptive text of the first grade students of Madrasah Tsanawiyah Dar-El Hikmah Boarding School Pekanbaru”

B. The Suggestion

Pertaining to the research finding, the writer would like to give some suggestions to the teacher, students and the school.

1. In the teaching and learning process, the teacher should use various strategies that are suitable with the teaching material. In teaching writing, especially in writing Descriptive text, teacher should teach the students about how to use the variables in Draw-Label-Caption strategy. The teacher should make the students involve in the learning process. The teacher should have the students write. Therefore, the students will be easy in writing Descriptive text. So, it is better for the teacher to implement the Draw-Label-Caption strategy in his/her classroom.

2. For the students, they have to work hard effort to improve their writing ability. The students have to do more practices. In writing, the students should know to whom they write, and in what form that their writing is due to.
3. For the institution, it will be more effective if this strategy is implemented in the small class because the teacher can control the students' learning activities.

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